

Corporate Learning Course

Instructor's Introduction

As an instructor you have perhaps the most important role within the CAP senior member training program. You impart basic knowledge, you explain the system. You share not only your knowledge but more importantly your experience with newer members. You give these members a tremendous gift.

It is also a tremendous responsibility, for much of the responsibility for ensuring the quality of the CLC now lies with you. We will explain to you the philosophy of the CLC, give you the tools, and give you tips to make your presentation effective. But in the end, your preparation, your desire to teach, and your presentation are the keys of success. You determine the success or failure of the Corporate Learning Course. You are where the "rubber meets the road."

What must you do? What should your frame of reference be? The answer to these questions lies in the thorough understanding of the objectives of the Corporate Learning Course:

1. ***Identify the function of the three mission elements of the wing.***
2. ***Explain how the wing operates to carry out the Aerospace Education mission.***
3. ***Explain how the wing operates to carry out the Cadet Programs mission.***
4. ***Explain how the wing operates to carry out the Emergency Services mission.***
5. ***Explain how the mission support functions support the three main mission elements of the wing.***
6. ***Analyze situations where core values impact the operation of the wing.***

The objectives will guide your instruction throughout the CLC. The functional areas that will be covered during the CLC are:

1. ***Aerospace Education***
2. ***Emergency Services***
3. ***Cadet Programs***
4. ***Administration***
5. ***Personnel***
6. ***Safety***
7. ***Inspection***
8. ***Logistics***
9. ***Supply***
10. ***Operations***
11. ***Legal***
12. ***Insurance***
13. ***Finance***
14. ***Training***
15. ***Public Affairs***
16. ***Chaplain***

These functional areas will be grouped into four segments: Aerospace Education, Emergency Services, Cadet Programs, and Mission Support.

As you can see, these objectives discuss some similar issues with the Squadron Leadership School (SLS), for instance, the three missions of CAP, staff functions, and Core Values. But unlike the SLS, these issues will be discussed from the perspective of the wing (as you remember the SLS's perspective was how the squadron fit, and the squadron's obligations to itself and the mission). The discussions here will focus on the wing's role in accomplishing the mission, and the root relationships between the wing and the squadron. Essentially, your job will be to tell the student what the wing does, and why they do it.

The CLC seeks to give students the answers to seven vitally important questions:

- a. *Why is the wing so important?*
- b. *What is the wing commander's responsibility?*
- c. *What does the wing do to accomplish CAP's three main missions?*
- d. *How do specific wing staff officers interact with the squadron?*
- e. *Why do the wing staff officers ask for what they ask for?*
- f. *How do squadron efforts contribute to the effectiveness of the wing?*
- g. *What is the role of CAP's Core Values system at the wing level?*

The intent of the CLC is to not only discuss the three main missions and the functions most closely associated with them, but to have the students gain an appreciation of how the missions, and their associated functions support each other. For instance, Operations is traditionally associated with Emergency Services, and they do much work in this area. But Operations is equally involved in the Cadet Program through orientation flights, communications and drug demand reduction. Operations also participates in the aerospace education mission again, through orientation flights, flight training, the CAP-ROTC initiative, and other functions. Each of these initiatives are just as important to CAP, and require as much commitment, as the Emergency Services functions that Operations performs.

The operative phrase here when instructing is "promote balance". Your underlying message should always be that the missions relate to one another, and no function (ops, ES, admin, chaplain, etc) operates exclusively for the benefit of a single mission. They are tied, either directly or indirectly.

We will provide you a great deal of materials to help students answer these questions. Keep this in mind though: we cannot make all the connections between the wing and the squadron. Each wing tailors their relationships to meet their own needs. You will have to fill in these blanks. For instance, say your wing centrally controls and schedules all cadet orientation flights. This is important for the students to know, and you have to bring this to their attention.

Still another example: if your wing has a strategic plan, the CLC may be the perfect forum to explain the plan, and show how the squadron fits into it.

The point to remember is that the Corporate Learning Course provides a *foundation* for you to teach your students about the wing and its relationship with the squadron. It is not a totally self-contained course nor should it be.

How to use the materials

The following materials will be available to you as you prepare for your segment:

- a. *This instructor guide*

- b. The accompanying Power Point slide presentation in either transparency or electronic format (available through the course director). Transparency slide summaries are provided in the back of this guide.*
- c. The student guide (required so that you can prepare your discussion around the exercises in the guide)*

The lesson plans, teaching outlines, slide transparencies, and student guide should be used together to help you to prepare for your class. When using the teaching outline, cover the items listed in bold print FIRST, these are also the items covered in the slides and the student guide. If you feel a topic outlined in plain text is important to your presentation, or you would like to fill extra time, feel free to build it into your presentation.

The materials we have provided are only outlines. You must gather information pertinent to your wing's operation in order to present your class. This is for two reasons. First, by providing outlines only the lifetime of the material can be increased. Perishable information can be kept at a minimum leaving you more time to present your segment and reducing the time you'll need to correct outdated information. Second, by not scripting this particular course, we've given you more flexibility in how you cover the topics, and the degree of emphasis that you apply. This will help you to better meet the needs of your wing.

Read through the materials provided for the CLC, not just your class; but all classes. See how the courses fit together, and begin to determine how you can tailor the material with your audience. In the next section we'll discuss the criteria for credit and preparation necessary to hold a Corporate Learning Course. We'll also look at generalizations about adult education and some teaching techniques to help you improve your presentation.

Again, thank you, for instructing the Corporate Learning Course.

Corporate Learning Course

GENERALIZATIONS ON ADULT EDUCATION

The following generalizations on adult education provide an excellent framework for developing curriculum intended for adult students. These are also excellent guidelines for the instructor to think about and use when presenting the Corporate Learning Course.

Generalizations on Adult Education

Definition: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful guided learning. It is usually ungraded.

1. Adult learning is problem centered: an adult expects the learning to fit into daily life.
2. Adults use previous experiences to learn new material.
3. Adults have likes and dislikes with dislikes getting stronger with age.
4. Adults are extremely sensitive to failure in the learning situation.
5. The most effective learning environment for adults is one where leadership is shared.
6. Many adults doubt their ability to learn.
7. Physical factors can impair learning.
8. Adults expect the answers they get to be correct and work. They are often goal directed.
9. Adults in the learning environment will vary widely in age, experience, motivation and goals.
10. The learning strategy (methods and techniques) should be suited to the learner, not the learner to the strategy.
11. Learning for an adult is a slow, evolutionary undertaking that requires time to ripen.
12. Adults affected by instructional decisions should be able to influence those decisions.
13. Adults need to be respected in the learning environment for choosing to be present.
14. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a "teller" of facts.

The Instructor's Job

Your job as the director or segment instructor is to present the material in an efficient, and yet entertaining manner. You are the conduit, the material goes through you to the students. To do this, you must first know the material. Become familiar with the material we have, and find some supporting material so you can answer questions which may arise. As director, ensure that your instructors are also prepared. Look over their plans, perhaps have a rehearsal to see that they are comfortable teaching the material

Second, tailor the school to fit the needs of your students. You may want to extend a class if you feel your students will need more time.

TEACHING TECHNIQUES

What follows are some short segments containing hints for different teaching techniques. You and your instructors will use a variety of these techniques throughout the course. These segments have been adapted from the Leadership 2000: And Beyond text.

Always remember that in a way when you try to teach a subject, you are trying to sell the idea to the students. You want the students to adopt the ideas and practices and use them in their own squadrons. You sell them the ideas by explaining them to the students, pointing out the pros and cons, and leading them to believe that it is the best course of action for them. It doesn't have to be a hard sell, but it does necessitate that you believe in the subject matter you teach yourself.

Presentations in General

Presentations can be used for virtually any group, from the small group to as many as several hundred. There are many ways to present to groups, and many things to remember. For now however, here are seven hints which will help you as you prepare to speak in front of your class.

Know your subject: Review or research any part of your subject you are unsure about. You must be ready to answer - or find the answer quickly - any question that may arise.

Be prepared: Make sure you have all the materials you need to teach the class. Do you have you handouts, if needed? Is your audio visual equipment working? Do you have a back up system should the primary fail? Do you have a review prepared? Do you feel comfortable?

Appearance: How do you look? Is your uniform in order? Are you well groomed? Do you look rested and in control? How is your posture? If you were the student, what kind of first impression would you draw?

Presentation: Don't read your entire presentation verbatim. Do not distract your audience with nervous mannerisms or inappropriate dress. Introduce your subject. Have your outline handy for easy reference. Speak clearly, and loud enough to be heard and understood by all; and, be sure to maintain eye contact with the audience.

Teaching Aids: Try not to turn your back to the audience when using teaching aids. Be familiar with all the equipment. Ensure your teaching aids assist and don't detract from the presentation. As before, always have a back up plan.

Feedback: Ask questions, use a case study, or call for discussion. Review the subject before ending the class, and always try to promote some kind of interaction with the class. Act as

the “devil’s advocate” within discussion to stimulate creative thought. Ask for feedback not only on subject matter but also on the quality of the presentation. Look at both positive and negative feedback.

Evaluation: As the director or instructor, you will need to evaluate both yourself and your subordinates. This is where feedback is especially helpful. There are two types of evaluations: formal and informal. An example of a formal evaluation is the course critique you will administer at the conclusion of this course. Informal evaluation might take the form of a discussion with the instructor after the presentation to review the session and provide constructive feedback to the instructor.

The Lecture

The lecture is the most common teaching technique. It is basically a one way conversation with the instructor providing the information to the students. There is generally little opportunity for direct feedback, but the lecture is very effective when informing or when the volume of material or time constraints preclude using other methods.

CHARACTERISTICS OF A GOOD SPEAKER

To be effective when teaching by lecture you should always strive to improve your speaking skills. Eighty percent of all communication is speaking. A highly competent speaker has three fundamental qualities: *integrity*, *knowledge*, and *skill*.

Integrity: Integrity is truth, honesty. If your students feel you believe what you say, they may believe it also. Also, be sure to remember your role as an instructor outside the classroom. Your students will notice if you don’t “walk the talk”, so if you teach something, practice it yourself. If you are arrogant, hostile, fearful or do not build confidence, your listeners may close their minds to your message.

Knowledge: Know both the material you want to present and know your audience. Think about what they already know about the subject, and anticipate how they will react to your presentation. Since your speaking is designed to get a response from your students, know something about their behaviors and characteristics. For instance, determine whether they may be hostile to a particular concept, so you can look for ways to sell the idea differently.

Skill: You must be able to present your material effectively. The material must be organized both for your audience and for you. The next step is good delivery. It cannot substitute for good organization, but the way you project your ideas should have dignity, force, and effectiveness. A third skill is handling questions for those who ask them, especially during briefings. Anticipate questions and insert the answers into the presentation. Also, prepare a reservoir of facts to augment the presentation. Don’t try to work all of them in, but have the information available when asked.

DEVELOPING THE LECTURE

Before you sit down and develop your lecture, you must ask yourself some questions about subject, purpose, and situation. When you think about the subject, think in terms of the interests and needs of the students while you think about the presentation. While they have a responsibility to listen to your presentation, know that they will probably be more attentive if they

are also interested in the subject matter. While in this course you have little input into the choice of subject, you can personalize the material to make it more interesting.

Limit the subject by thinking about the student's needs, level of proficiency you desire and the amount of time you have to deliver the class. While you can add your own information to the materials we provide, remember that relevance is the key. Keep it pertinent.

Remember that your purpose is to inform the students and to persuade them that the ideas you are presenting are worthy of consideration.

Remember that every class is different, in terms of the students' intellectual and experience level, their temperament, and your relationship with them. The students may want to focus on a different aspect of the subject than the last class. Be ready to roll with the punches, but remember that it is your responsibility as the instructor to make sure the lesson objectives are covered.

We have gathered most of the information for you. You can probably teach this course solely from the materials we have provided. But we want you to personalize the course for your students and for your wing. When you do this, be sure to develop an outline about what you want included to fill out the course.

Don't be afraid to draw on your own experience or the experience of others. If you are very skilled, you should be able to draw from class experience and be very effective. Don't be afraid to change and add material as time goes on, teaching is a constant improvement process.

We have also organized most of the materials for you in providing the class materials, instructor's pages, and slides. Using these materials, it should be straight forward to develop a plan of action.

Remember to make an effective introduction. Arouse curiosity, and establish the tone for the class. This is where your students will listen most closely, so make it count.

We have provided the body for you. You'll also find case studies to facilitate the process. The most effective tool you have is the slides. Use them. By the way, the slides are memory joggers, not the class itself. Do your legwork before you begin.

The conclusion you create should be brief, and should review the main points.

MAKING THE PRESENTATION

You are all set, now its show time. How do you feel? How should you feel? What should you do?

Even experienced speakers become nervous before a presentation. In fact, this nervous energy is probably beneficial because it can remind you to tie up loose ends to become more sure of yourself.

You can relieve some of the nervousness by knowing your material cold, and by being enthusiastic about the subject. It's also a good idea to rehearse the presentation before actually going in front of the class. Consider using a tape or video recorder when you rehearse. As you begin, draw a breath. It calms you down at the last minute and helps you to focus.

Don't focus on yourself as you present the material. Remember to focus your attention both on the subject matter and on your audience.

It's okay to move around, but move to your advantage. Try to move purposefully, and to be dynamic, rather than moving nervously, or worse, not moving at all. Moving dynamically helps the students keep their attention focused on you. Use movement to emphasize important points. Move from behind the desk or podium to get "closer" to the students.

Maintain eye contact with the audience. Look at several people at different points around the room. Do not look at the floor, constantly at your notes, at a single point in the room, or off into space. Maintaining eye contact also gives you non-verbal feedback. You can see if the students are listening.

Remember the power of your voice. Good voices have three important characteristics: quality, intelligibility, and variety. Think about some of the more effective speakers you have heard of. What made them pleasant to listen to? Now, think of some of the poorer speakers you've heard of, and what you remember about them.

Finally, when possible, speak extemporaneously. Try not to read from a manuscript or directly from the text. By speaking extemporaneously, you use the material provided and plan what you wish to say. You outline the points you want to get across and possibly key words and phrases. But it also allows you the freedom to rearrange ideas if needed, and allows you the most overall flexibility.

The Seminar

The seminar requires as much preparation as a lecture but is more of a free form way of teaching the subject matter. It is especially important that you both be clear on the class' purpose and that you know the composition and experience level of the students.

Use the checklist below as a guide for conducting seminar sessions:

Prepare to be deeply involved with the seminar topic and getting the students to talk productively.

Introduce the topic. State your objectives - be factual, but brief. Stick to the purpose.

Ask well-planned questions. Write them out. Rehearse.

Be a good listener, open minded and objective. Avoid taking sides.

Avoid using sarcasm, ridicule, judgment, or argument when guiding the discussion. Do not demean anyone.

Involve all members of the group.

Think ahead of the group and lead by asking open-ended questions.

Encourage members to think on their own. Establish an attitude on common helpfulness.

Be sensitive to group actions and reactions. Attempt to understand what lies behind the words of each student.

Understand individual behavior and change the behavior if necessary so the group can achieve its purposes.

Be honest when you do not know. Avoid quibbling, anger, and personal affront.

Be friendly, calm, and attentive. If humor seems appropriate, be sure the story can relate to the topic. It must be in good taste. Do not tell off-color jokes.

Keep control of the group process. Summarize the points covered and keep the discussion directed toward the seminar and learning objectives.

Avoid letting one student control the discussion.

Make a final summary and relate the progress of the students to goal achievement.

Close on time.

Help evaluate the seminar by completing required reports, rating forms, comments, and record of student responses.

CASE STUDIES

We have provided several case studies for you to use in this course. The case study is a learning experience where you use a real life situation to more effectively teach procedures, concepts, patterns of behavior, or other courses of action. This method challenges the students by getting them involved and allows them to apply their knowledge and experience to explore or solve cases. Cases may deal with one, or many skills; and can be written or oral.

The key here is to lead them to the desired conclusion (if there is one) while not solving the case for them. Ask questions to stimulate the creative process, to get your students to think through the case study, and not to quickly draw out the answer.

Additional Teaching Techniques

Though you may not use all the techniques we are briefly presenting while teaching this course; it is helpful for you to be familiar with them when you return to your own unit. In this last section, we will quickly discuss some other teaching tools which you may use in the future.

PANEL DISCUSSIONS

Panel discussions are either structured or unstructured, and take place between two or more experts (usually excluding the regular instructor). Constructive arguments by each panel members are often followed by debate and response to questions from the instructor (moderator)

an/or the audience. Many Sunday morning news shows use this format effectively, if you wish to see an example.

Panel discussions are different from seminar discussions in that in the panel discussion the experts present their views, versus the seminar in which the students themselves debate the question or topic.

PRACTICAL EXERCISES

Practical exercises differ from case studies in large part because they are usually contrived to set up a learning situation, or concentrate on hands-on skills. They can involve field trips, simulations, and role playing.

Field trips bring the learning environment to the student. Here, students interact with people, places, things, and situations which helps attain the educational objective. Here, the settings are the primary teaching tool you have, because you can envelop the students within the desired environment.

Simulations are low-risk, educational experiences that substitute for some real-life situations. They involve any number of people and topics, and supplement what is learned in the classroom. More elaborate versions may involve special equipment, specially trained staff, or special sites.

Role playing exercises require students to project themselves into a simulated interpersonal situation and play the parts of persons and situations assigned by you. For this reason, it has the potential of providing more personal experience that can be achieved by using the case study. Role playing is mostly used to practice skills in counseling, interviewing, and conference leadership. As the instructor, you are free to point out good and bad points and steer the action. This type of exercise could be very useful to use in the "Core Values" segment.

While these descriptions have been short, and certainly aren't all the teaching techniques available to you, they should provide a foundation for you to begin mapping out how you want to teach these segments. Have fun with the class, material and students. Enjoy what you are doing and the process. When you have fun, they will.

Special Terms

ATTENTION: The attention step is intended to catch the student's interest. An attention step is included in each lesson, but instructors are encouraged to local attention statements to supplement the lessons.

MOTIVATION: The motivation step gives students reasons why they need to know the information in the lesson. Again, instructors are encouraged to develop their own motivation statements to personalize the statements for the students.

OVERVIEW: The overview includes a brief review of the main points you will cover in the lesson. This is the introduction to the lesson.

SUMMARY: The summary reviews the main points at the end of the lesson and ties the lesson together.

CLOSURE: The closure statement ends the lesson and refocuses the students' attention to the next lesson.

SAMPLE OF BEHAVIOR: A sample of behavior is the measuring stick by which you can measure the students' absorption of information. To measure the sample of behavior, you will use some kind of evaluation, or test. In the CLC, your tool will be the case study. Each case study measures the students' understanding of the lesson.